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ABSTRACT

An administrative portfolio is a collection of thoughtfully selected exhibits or artifacts and reflections indicative of an individual's experiences and ability to lead and of the individual's progress toward and/or attainment of established goals. Development of a portfolio system for administrative evaluation should include: (1) considering the principles that address issues such as the purpose, rationale, and implementation of the system; (2) establishing the criteria using national and state-developed proficiencies within the cultural and socioeconomic context of the school district; and (3) establishing specific criteria for scoring. The advantages of the portfolio include: revealing more about the individual being evaluated than a specific score on an evaluative checklist; being personalized and addressing district-specific or campus-specific proficiencies; encouraging self-reflection and renewal; enhancing future planning; and enhancing professional self-image. Disadvantages are that it is time-consuming, for the administrator and for the evaluators, and that concerns over objectivity in judging arise. Three tables provide: ten principles for implementation; sample of proficiencies and suggested artifacts; and a sample rubric for scoring. (Contains 14 references.) (JLS)

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Running Head: Administrative Evaluations

Administrative Evaluations: The Development of a Portfolio System

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Administrative Evaluations: The Development of a Portfolio System

Society constantly demands that schools and students are served with high levels of professionalism and excellence. As society has changed, new expectations of students, teachers and administrators have emerged (Barnett, Caffarela, Daresh, King, Nicholson and Whitaker, 1992). These new challenges have driven educators to search for innovative and appropriate methods of evaluating professional performance.

A growing number of school districts and universities are subscribing to the use of the portfolio as an assessment measure (Rooney, 1994). Portfolios can provide a viable means of assessing both student and teacher performance and progress. Assuming that portfolios effectively serve these purposes for students and teachers (Vavrus, 1989; Tierney, 1991), it is logical to conclude that school administrators could also benefit from portfolio development.

Brown and Irby (1991; 1995a; 1995b) have suggested that administrative portfolios can be used effectively in the following three ways: 1) to encourage reflection for improvement; 2) to assist in career advancement; and 3) to assess progress toward mastery in a formative evaluation context. An important fourth dimension is added with the introduction of the portfolio in summative evaluations of administrators.

The use of the portfolio as a formative evaluation tool allows administrators to develop an atmosphere for reflection and improvement (Duncan, 1995). The use of it as a summative evaluation tool further develops that atmosphere, but also allows for projection of new goals based on data analysis the evaluation portfolio. Simultaneously, its use in this manner should also enhance career advancement as benchmarks designating development and professional growth are documented each year.

Table 1: Principles for Development of the Administrative Portfolio for Evaluative Purposes

Principles for the Implementation of an Administrative Portfolio Evaluation System

1. The district or campus should be explicit in the purpose of the portfolio and should establish clear criteria.

2. The district or campus may utilize national or state proficiencies from professional organizations or agencies in the development of local criteria.

3. In establishing criteria, the district or campus should be sensitive to socio-economic and cultural differences of the community, and those criteria should reflect the respective cultural elements, values, and norms.

4. The individual portfolio should address all dimensions of the established criteria for leadership, and each of those dimensions should be clearly illustrated.

5. The individual administrator should be encouraged to include artifacts which demonstrate his/her success in a particular area in addition to those related to district criteria. His/her professional goals established prior to the beginning of each new year should also be included.

6. Reflections explaining how the artifact represents mastery of the criteria or movement toward mastery should accompany each artifact.

7. The districts should develop scoring rubrics for evaluating the portfolio.

8. The district or campus should conduct professional seminars on how to develop the portfolio, as well as how the portfolio is to be scored.

9. Local norms may be established by the school district over a three to five year period as data is collected on the scoring rubric and as quantitative data is compiled.

10. As with any new program, individuals to be evaluated should have input into the implementation of the system and should have adequate training in all areas.

Table 2: Sample of Proficiencies and Suggested Artifacts for Administrative Evaluative Portfolio Development (based on Leadership Early Assessment Program skills)

Proficiency	Demonstration of Proficiency
Area: Administrative Skills	***Artifacts***
• Seeking out and interpreting data Use background information available; obtain additional information; recognize relevant and irrelevant data	Copy of a report related to the performance of a group of students including an analysis and interpretation of data
• Planning the use of resources to maximize your work and the work of others; identify resources needed (personnel, financial and material; establish timelines and schedules; establish objectives and goals; developing an overall strategy to deal with a problem or issue)	Campus improvement goals, revision, and evidence of accomplishment (Example: One goal may be to increase the participation of parents and community – evidence would be a summary of feedback from parents and community regarding the process and their involvement.) Mini-case study regarding a concern on the campus (Example: gang-related activity on the campus) – including a study of the issue, the steps to solution, the movement toward results.
Area: Interpersonal Skills	***Artifacts***
• Facilitating and interacting with a group or individuals to accomplish a task; encouraging people to participate in discussion; coordinating ideas and suggestions from members of a group; providing direction when the group is off-task; providing support when others are leading effectively	Video tape of the administrator leading a group session or an evaluation from a third party on how the administrator facilitates the group Letters expressing appreciation for efforts and initiative from others
• Ability to perceive the needs, concerns, and feelings of others and to act appropriately	Needs assessment of teacher and staff morale along with subsequent action plan

• Motivating self and others – creating conditions that focus energy from a group or individuals toward the accomplishment of goals; expressing clear and specific personal goals; setting and communicating challenging group goals; providing feedback and coaching	Copy of personal/professional goals and evidence of accomplishment Video of a conference with a mentee or beginning teacher Collaboratively developed plan for growth of the mentee or beginning teacher
Area: Communication Skills	***Artifacts***
• Written; communicating appropriately for different audiences; demonstrating technical proficiency in writing	Copies of newsletters, memoranda, news releases, letters, grants, etc.
• Verbal; making a clear oral presentation	Evaluations by teachers or faculty meetings of staff development presentations
Area: Knowledge of Self	***Artifacts***
• Knowing areas of strengths and weaknesses	List of specific ways feedback on performance is gathered Candid reflections on selected experiences/activities and subsequent action plans based on feedback from others; i.e., parents re. conducting of a conference
• Developmental activities	Listings, agendas, certificates from workshops, notes from inquiry group meetings, or conferences attended for professional growth
• Educational values	Leadership Framework Philosophy (Irby, & Brown, 1996) [Adapted from Sergiovanni and Starrett (1993) Educational Platform, pp. 134-146]. addressing such issues as preferred organizational hierarchy, process for conflict resolution, maintenance of teacher morale

Table 3 : Rubric for Scoring Administrative Evaluative Portfolio (based on LEAP Skills)

Sample Rubric for Scoring Administrative Evaluative Portfolio Skills (based on LEAP Skills)

Directions: Score each area based on demonstration of the noted proficiency from 1 to 4 as reflected by artifacts and accompanying reflections.

Explanation of Indicators:
1= *No Evidence:* There are no relevant artifacts or reflections in the proficiency established for evaluative purposes.
2= *Evidence reflects beginning level:* There are some relevant artifacts and reflections indicative of limited activities.
3= *Evidence reflects becoming proficient:* There is evidence that indicates an understanding of the area assessed, but there is not enough evidence to indicate that the administrator conceptualizes all implications. The evidence indicates that the administrator is able to integrate issues into practice but does not always meet with success in doing so.
4= *Evidence reflects proficient status:* There is evidence to support that the administrator understands major issues and their implications. He/she is able to integrate critical issues resulting in successful practice.

Area Evaluated: Administrative Skills
List future goals under each skill:

Seeking out and interpreting data	1 2 3 4
Use of background information available	1 2 3 4
Obtain additional information	1 2 3 4
Recognize relevant and irrelevant data	1 2 3 4

**This rubric should be used for self-scoring, as well as scoring by the senior administrator. Once rubrics have been completed, the two administrators should reach consensus.*

The focus of this article is to promote the use of portfolios as an effective tool for the annual evaluation of administrators. This paper will: a) describe the administrative portfolio as a summative evaluative tool whereby upper line administrators may use the portfolio to judge the competence of lower line administrators, or where school boards may use the portfolio to judge the competence of the superintendent and b) suggest a framework for formulating an outline and artifacts for developing the administrative evaluation portfolio.

Defining the Administrative Portfolio

An administrative portfolio, whether for the purposes of career advancement, reflection and professional growth or formative or summative evaluation, is a collection of thoughtfully selected exhibits or artifacts and reflections indicative of an individual's experiences and ability to lead and of the individual's progress toward and/or attainment of established goals (Brown and Irby, 1995a). When used for summative evaluation purposes, the administrative portfolio requires that the selected artifacts and accompanying reflections be directly referenced to the individual's demonstration of established school and/or district competencies in leadership and management.

Developing the Portfolio System for Administrative Evaluation

Considering the Principles

When considering the use of an administrative portfolio evaluation system, several principles must be addressed. These principles reflect important guidelines for the portfolio evaluation system and address such issues as purpose, rationale, and implementation of the system. These principles are reviewed in Table 1.

insert Table 1 about here

Establishing the Criteria

National proficiencies from professional groups such as the National Policy Board for Educational Administration (1995), or the National Association of Secondary School Principals (1995) are beneficial in establishing standards or criteria for evaluation. State agencies or organizations may also be helpful in providing information for evaluative criteria. Although such national or state proficiencies are excellent starting points for the development of inclusive criteria, locally developed norms will enhance the validity of the portfolio as an evaluative instrument in a particular district or campus setting. In fact, the cultural and socio-economic context of the school district and the campus must be considered a priority in developing standards. Once proficiencies are selected or developed, it is helpful to include examples of how the proficiencies may be documented. However, demonstrations of the accomplishment of each proficiency will be different for each administrator. In the following example the Leadership Early Assessment Program Skills (LEAP), as defined by the National Association of Secondary School Principals (1995), serve as the base set of proficiencies for the development of a framework for evaluation. Table 2 depicts selected proficiencies from LEAP, as well as how each proficiency might be documented in the portfolio for evaluation purposes.

insert Table 2 about here

Scoring the Portfolio

Specific criteria for scoring the portfolio will need to be established and agreed upon by an administrative team on a campus or in a district. A rubric is particularly appropriate for this purpose. The rubric is "a scaled set of criteria that clearly defines for the student and teacher [in this case, the administrators] what a range of acceptable and unacceptable performance looks like. The criteria provide descriptions of each level of performance in terms of what students [administrators] are able to do and assigns values to these levels" (Pate, Homestead, and McGinnis, 1993). It is important that all administrators involved in the evaluation system receive training in the scoring procedures. A sample rubric is depicted in Table 3.

insert Table 3 about here

After scores on several administrative portfolios have been gathered over a period of approximately three to five years, local statistical norms can be established for better district or campus standardization of the instrument. Comparisons of the scoring rubric with institutions working with similar evaluative tools can prove helpful.

Summary and Conclusions

As with any evaluation system there are advantages and disadvantages to using the portfolio. The greatest advantage of the administrative portfolio is that it can reveal much more about the individual being evaluated than a specific score on an evaluative checklist. Other advantages are: a) it is personalized, b) it addresses district-developed or campus-developed proficiencies, c) it encourages each administrator, through self-reflection, to experience renewal and continued professional development d) it offers more ownership on the part of those being evaluated, e) it provided an opportunity for those administrators being evaluated to expand their plans, goals, or ideas on certain projects, f) it makes administrators feel more professional through the inclusion of self-reflection -- the evaluation is done by themselves and done unto them, and g) it is cost-efficient in that school district administrators, not outside consultants or firms, can train their own personnel to conduct the evaluation.

The major disadvantage is that it is time consuming. Planning for the use of the administrative portfolio, including collaboratively determining proficiencies and establishing scoring rubrics, requires time. Also, creating readiness for acceptance of the new evaluation system, training evaluators as well as those being evaluated, and piloting and modifying the system, will take time. Development of the portfolio by administrators each year will also be time consuming. However, once the first portfolios are developed and the system is implemented the initial year, less time will be required on the part of all involved. A second disadvantage might involve concerns over the judging of the portfolios. Subjectivity can be minimized through quality staff training on the development, use, and scoring of the portfolios and through district or campus developed norms.

Evaluating administrator success, when considering current demands and expectations of the educational community, calls for exploring different types of evaluation systems. The evaluation checklist of the past should not be considered an appropriate measure of the role that educational administrators must perform today.

The multi-faceted job of the administrator in today's school mandates a multi-faceted approach to evaluating performance. Even though its implementation has a time consuming constraints, its benefits are beyond any other assessment and evaluation device for today's administrators. The use of the administrative portfolio merits serious consideration.

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